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ABSTRACT

This document provides a broad description of the different documentation and information activities developed by the Education Sector of Unesco, including those undertaken at headquarters, regional offices, and other units of the sector, with the exception of the International Bureau of Education (IBE). A recent decision to reorganize the largely independent documentation and information services of the different units and integrate them into one larger center at headquarters to service the entire sector is noted. Other measures aimed at improving coordination between such a unified center and the other decentralized centers within the sector are also noted, and participants are asked to make suggestions and recommendations for the improvement of Unesco information services provided to member states. The remainder of the report details the documentation and information activities of such units as the following: the Division of Primary Education, Literacy and Adult Education in Rural Areas (ED/PLA); Division of Educational Policy and Planning (EPP) and Division of Financing of Education (EFD); Unesco Regional Office for Education in Africa (BREDa); Unesco Regional Office for Education in Asia and the Pacific (ROEAP); Unesco Regional Office for Education in Latin America and the Caribbean (OREALC); European Center for Higher Education (CEPES); Regional Center for Higher Education in Latin America and the Caribbean (CRESALC); International Institute of Educational Planning (IIEP); and Unesco Institute for Education, Hamburg (UIE). (BBM)

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Present Situation of Unesco Resources in Educational Documentation
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INTRODUCTION

The documentation and information activities developed by the Education Sector of Unesco are numerous and varied. They include not only those undertaken in Headquarters, but also in the Regional Offices and other units of the Education Sector, including the International Bureau of Education (IBE).

This document provides a broad description of the different services which are now offered by Unesco in this field, excluding those of IBE, which are described in a separate document.

One of the characteristics of the Unesco documentation and information services in the field of education is that during the past years they have been developing somewhat independently with less than optimum importance being given to the harmonization of activities and standardization of procedures. Therefore, when in 1979 the decision was taken by the Director-General to develop a Unesco integrated documentation network, a substantial reorganization of the available documentary material, of the working procedures and of infrastructures was required.

Thus, following the recommendations made by a consultant, Mr. Meyriat, in 1978, based on a global analysis of the status of documentation services in Unesco, as well as on the basis of the recommendations made by a group of Unesco specialists in 1981 concerning specifically the Education Sector, the Director-General recently decided to integrate the documentation centres of the Education Sector at Headquarters into one larger centre which will serve the entire Sector. As a result of this operation, the new centre will become one module of the Unesco integrated documentation network, each component of which will rely upon identical computer-assisted techniques and procedures for processing its bibliographical data. Such an approach will largely contribute to the development of the 'education' component of the Unesco documentary data base.

The above-mentioned reorganization will be followed by other measures aiming at improving coordination among such a unified documentation centre and the other decentralized centres existing within the Education Sector in Regional Offices, International Bureau of Education (IBE), International Institute for Educational Planning (IIEP), European Centre for Higher Education (CEPES), etc. It will also facilitate the exchange of information with the documentation centres in the field of education existing in other organizations - national, regional, international, non-governmental, governmental, inter-governmental. This would allow, for example, the production of a unified list of periodicals related to education, to make entirely compatible, the Unesco-IBE Thesaurus and the education section of the Unesco Thesaurus.

During the meeting, the participants are expected to make suggestions and recommendations concerning the future development of Unesco information activities in the field of education, having particularly in view the improvement of services provided to Member States, one very important aspect of which would be to improve Member States' awareness of the existing services.

It can thus be understood that Unesco maintains a great variety of documentation and information activities in the field of education. To what extent do these existing activities/services reach all potential users in Member States? Unesco publications and documents in the field of education are an important component of its overall information

services. Is this material fulfilling its role in Member States? What measures could be taken so that Unesco could reach in this specific field the right people at the right time? We do hope that some answers to these fundamental questions will result from the proceedings of this meeting.

PART ONE - Unesco Headquarters

A. Services made available to Member States and personnel of Unesco by the Division of Primary Education, Literacy and Adult Education and Education in Rural Areas (ED/PLA) - Documentation Centre

Description and functions

1. The ED/PLA Documentation Centre comes under the Division of Primary Education, Literacy and Adult Education and Education in Rural Areas. The latter is made up of four sections as follows: the Literacy Activities Section, the Adult Education Section, the Rural Development Section and the Primary Education Section. The principal functions of the Centre are to collect, process and store specialized information of all kinds in the areas falling within the purview of the respective Sections so as to provide the Programme's specialists with the information they require for implementation of the Programme, and the Member States with technical information in the above mentioned fields.

Fields: Adult education: Community development, worker education, senior citizens, etc. Literacy: Functional literacy, literacy methods, literacy programmes, literacy campaigns, reading material for post-literacy training, etc. Rural development: Education for rural development, rural sociology, rural zones, etc. Women's education: Education and employment opportunities, access of women to teaching and scientific training, etc. Migrants: Education and training of migrant workers and their families. Primary education.

Document collection

2. The Centre has a collection of its own oriented to the disciplines covered by the ED/PLA Division. It also has a collection of reference works.

Materials handled:

- Publications from Unesco, the Regional Offices and the field offices; conference reports; working documents of certain conferences; case studies; mission reports; technical studies; lists of specialized agencies of the United Nations family.
- Documents published by the ED/PLA Division.
- Publications of Member States, non-governmental organizations and other national and international organizations; national

literacy programmes and/or adult education programmes; research papers; reports of national and regional conferences; reading textbooks.

- Publications of specialized institutions or universities, including basic works, studies and annual reports.
- Technical periodicals which the Centre receives free of charge.
- Technical bibliographies, abstracts and monographs

Services provided by the Centre

3.
 - Upon request, the Centre sends lists of documents available without charge relating to the documents published by the ED/PLA Division. It also provides users upon request with a list of documents on literacy offered for sale by Unesco and in commercial book stores.
 - Specialized bibliographies are provided upon request to Member States, to programme specialists, to experts working in the field, to specialized organizations and correspondents (teachers, students, etc.).
 - Documents produced by the Division such as 'Surveys and studies' on adult education and literacy, 'Seminar reports and studies' dealing with rural development, as well as case studies, conference reports, conference working documents, research papers, etc. are sent to the heads of conferences held away from Headquarters, to specialized institutions and organizations in Member States, to permanent delegations, to programme specialists, to international institutions, and also, upon occasion, to outside users.

Future activities

4. The Centre is planning, if time allows, to carry out the following activities:
 - to develop, jointly with the Library of Unesco and the IBE, a more refined list of descriptors in anticipation of the computerization of the Centre's collection.
 - to analyse every specialized periodical and index selected articles, jointly with programme specialists.
 - to resume compilation of acquisition lists of documents received by the Centre free-of-charge.
 - to set up files by subject based on documentary research, with specialized bibliographies.
 - to reclassify the files of technical studies acquired upon request of the programme specialists and the bibliographical references which are accessible through the OS/ISIS system.

Dissemination and exchange of information

5. (a) Publication of the quarterly bulletin. 'Adult education: information notes' in English, Arabic, Chinese (through the China National Commission), Spanish, French and Russian. First published in 1973, the bulletin is distributed free-of-charge to 18,500 subscribers throughout the world. 'Literacy: a newsletter' has been incorporated into this bulletin.

In 1985, circulation will be increased to 20,000 as a result of the Fourth Adult Education International Conference.

Information on adult education activities is presented under the following headings: communiqués, notes and news, new series of publications, forthcoming events, and bibliographic information. In addition to covering these new developments in the Unesco Secretariat, the bulletin contains information on activities of Member States and non-governmental organizations (NGOs) in the field of adult education of general interest to its readers. In addition, it follows the development of ideas and the changing role of adult education confronted with major problems of the present day, such as unemployment, poverty, health services, the rights and responsibilities of the citizen, rural development, etc. For each item of information, a contact address is given in order that adult educationalists in various parts of the world may communicate among themselves.

In this way, the bulletin promotes the development of an international network for the exchange of ideas and experiences in the field of adult education, permitting its readers to have better access to information and documentation.

(b) Publication of international directories on adult education

- Directory of national adult education co-ordinating bodies
- Directory of adult education training and research institutions
- Directory of adult education periodicals
- Directory of adult education documentation and information services.

These directories are continually updated and revised in accordance with information received by Unesco, principally from those receiving the bulletin 'Adult education: information notes'.

(c) Publication of Terminology of adult education. A glossary of technical adult education terms, prepared by Unesco jointly with the IBE. In three languages: English, French and Spanish. Each term is defined and compared with corresponding terms in the other two languages. The corresponding terms in Arabic and Russian will follow upon completion.

Support to Member States, NGOs and specialized institutions

6. The ED/PIA Information and Documentation Services provide technical support to Member States, particularly the developing ones, as well as to NGOs and specialized institutions in order to assist them to develop information services and documentation centres at regional and national levels.

National adult education directories are being developed in a number of countries, in some cases with Unesco assistance.

Periodicals and information notes on adult education

Unesco has assisted in the launching or in the publication of these periodicals at regional and national level.

Documentation centres and services

Unesco offers assistance to specialized organizations and institutions in the development of their documentation centres and services.

Address files

7. Unesco keeps a file containing more than 15,000 names and addresses as follows:

- Persons and organizations involved either directly or indirectly in adult education
- Adult education periodicals
- Adult education documentation centres
- Adult education co-ordination bodies
- Adult education training and research institutes

Each address is indexed with descriptors showing where possible the type of work done by each organization or person (literacy, health services, community development, etc.) and the type of institution (university, ministry, foundation, research centre, etc.).

The file is continually updated.

The names and addresses are furnished by National Commissions, specialized institutions, Unesco experts in the Member States, field experts upon return from mission, participants in conferences, specialists visiting Unesco Headquarters, by the periodicals and 'information notes'.

B. Documentation and information services made available to Member States and personnel of Unesco by the Division of Educational Policy and Planning, (EPP) and the Division of Financing of Education (EFD) - EPP/EFD Documentation and Information Centre

8. Within the framework of major programme IV (Formulation and application of education policies) of the approved Programme and budget for 1984-1985, the EPP/EFD Documentation and Information Centre offers services in the following areas to all those interested: educational policy, planning, administration and financing, educational equipment and materials and the construction of facilities, and as a recently added facility, pre-school education and anti-discrimination measures in education.

9. The Centre was created in 1964 with the aim of collecting, processing, proposing and distributing specialized information in the above mentioned fields to educational specialists working in the Unesco programme. It is designed to provide them with the documentation necessary for the programme's implementation. To this end, the Centre seeks to collect the economic and educational development plans of the Member States, their legislative texts on education, Government documents on educational policy development and financing, and all regional and international documentation on these questions. This is done either upon direct request to the Member States (an official letter

being sent once every two years), through the intermediary of regional offices or experts, or through the purchase of publications, microfiche, periodicals and other materials. Individual accessions average 1,500 per year, representing an annual growth of 10% in the documentation available.

10. The Centre distributes specialized information automatically and upon demand to Member States, Regional Offices and experts. The major portion of this is prepared by Unesco in particular in the EPP and EFD divisions. This material includes the Reports and studies series and Training materials from EPP, the EFD Occasional papers and documents emanating from the regional conferences of Ministers of Education. The Centre also distributes bibliographical references, lists of accessions, catalogues and specialized bibliographies. Since the beginning of 1984, the EPP/EFD Centre has distributed to National Commissions, ministries, universities, research institutes and specialists approximately 5,000 documents in response to written demand. In addition, 4,800 documents were placed on automatic distribution. The Centre replied to 1,657 requests for documentation from the Secretariat. It was host to 2,079 visitors, of whom 209 were engaged in external research and 44 were trainees, consultants or experts.

11. Currently, the Centre's collection comprises 15,000 documents (not including extra copies) consisting of studies, reports, publications, conference papers, dissertations, reviews, journal articles, documents on microfiche and slides. The principal sources are the governmental agencies of Member States, Regional Offices, specialized institutions (e.g. the IIEP, the IBE and the Hamburg Institute), international organizations such as the OECD, the Council of Europe, the Organization of African Unity, the large universities, international finance development institutions such as the World Bank and the African Development Bank, national institutes and specialists, specialized periodicals, publishing houses and international education information bases such as ERIC.

12. In addition, the Centre produces materials on its own. These include a list of monthly acquisitions accompanied by an annotated bibliography of the principal works and articles mentioned, a catalogue of development plans (revised every two years), a list of 'Reports and studies' indexed and revised annually, a bibliography of the bibliographies available at the EPP/EFD Centre, a list of Unesco publications on school building, and various bibliographies compiled upon the individual requests of specialists for their studies (see attached tabulation).

13. Although the Centre utilizes the classical cataloguing and indexing techniques in accordance with a classification plan and specialized descriptors (its file comprises 60,000 cards arranged by subject, country and author), it also began a few years ago to computerize and microfilm its collection. The computerization was largely effected in relation to the documentation on educational building and equipment using a specialized thesaurus, periodically updated and revised. Using the Unesco thesaurus as a base, the Centre has developed a list of technical terms for the other areas within its purview so as to

facilitate when the time comes, the computerization of its entire collection. In addition, the bibliography of the Centre's bibliographies and the catalogue of educational programmes have been developed using the 'WYLBUR' word processing system.

Future activities

14. The Centre plans to continue and complete the computerization of its entire collection and to consolidate the current lists used by the various sections for distribution of information to Member States into one central list, permitting wider distribution of the documents produced.

In addition, the Center has proposed that the 23 C/5 (Unesco programme and budget, 1986-1987) include the following functions:

- preparation of a training module on the role of information in educational planning, administration and financing, as well as in school construction;
- revision and updating, jointly with IIEP and IBE, of an educational planning and administration terminology;
- development of a semi-annual bibliography of important studies and books, making it possible to follow the latest developments in educational planning and administration;
- development of a selective bibliography of basic studies on the methodology of educational planning and administration

Educational services provided by the divisions concerned for the Member States

Reports and studies series (EPP)

15. In accordance with the resolutions and recommendations of the nineteenth session of the General Conference, it was decided to distribute more widely the abundant technical information produced by Unesco in the areas of educational policy, planning and administration and school construction. To this end, the Division of Educational Policy and Planning (EPP) compiled abstracts of documents generated in connection with seminars, the preparation and evaluation of projects, planning missions and requests of Member States. This series, entitled 'Reports and studies' is oriented to subjects or countries. It is intended for extra-mural participants in the programme, experts, the Regional Offices, national institutions and all persons involved or interested in these areas. To date it comprises 218 titles. These studies are distributed as follows: (a) automatically, to the Regional Offices, experts, and national institutions and specialists whose activities come within the field of interest of EPP (the automated list contains 2,000 addresses); and (b) by the Centre on a selective basis to the organizations and national experts who have submitted requests upon receipt of the annual revised list of titles.

Training materials (EPP)

16. The EPP Division also makes available to Member States materials for the training of personnel engaged in educational planning,

administration and in the construction of schools. This documentation is made up of 17 series in three languages, each series consisting of four to six educational modules. In this connection, it should be pointed out that the series to be produced will be improved through tests and experiments. This testing and revision procedure will be a continuing task of the EPP Division working together with regional specialists and institutions in these fields. The Centre also distributes the materials to experts, Regional Offices and other Unesco field units, as well as to interested national institutions.

Conference papers (EPP)

17. The Regional Conferences of Ministers of Education give rise to important working papers prepared by the Secretariat jointly with the Regional Offices and the Member States on the development of education in each region, pertinent statistics and Unesco co-operation in this area. These documents are widely distributed prior to and during the conference to interested Member States and participants. The final report is then automatically distributed by the Secretariat to all the Regional Offices, delegations, Member States and National Commissions. In addition, a summary is issued in the Educational studies and documents series, also for wide public distribution. One example is the document Education in the Arab States in the light of the Abou-Dhabi Conference, 1977. Paris, Unesco, 1980.

Advisory services provided by Member States in the area of educational policy and planning (EPP)

18. Reports are written following the multi-disciplinary missions in one or another specific educational field which are organized at the request of a government. Each report presents the results of the mission and the problems encountered as well as recommended studies or action in each field. Distribution of such reports is limited. They are sent to the government involved and, following this, and with authorization from the latter, to other interested parties upon request. Eighteen reports have appeared in this series under the code ASMS/ED/EPP (Advisory Services to Member States).

Sectoral studies (EFD)

19. These documents for limited distribution are prepared for governments under a co-operation agreement between Unesco and the World Bank. They are produced following a mission to the country and present the Secretariat's conclusions upon examination of the information collected. They are distributed in accordance with a restricted list of addresses at Headquarters and in the field. To date, 127 sectoral studies have been carried out.

Occasional papers (EFD)

20. The articles contained in this collection deal with a whole range of difficulties and problems which the governments of developing countries must face in the daily administration of educational programmes, particularly with regard to the costs and financing of

educational projects. These articles are edited by officials of the Division of Financing of Education, often following long missions conducted in the Member States during which they have been confronted with these problems and have tried to solve them together with the competent authorities. To date, eight occasional papers have been produced for distribution to the Regional Offices, experts and interested governments.

21. Also worth noting in connection with information services provided to Member States is the Notes and Comments series, published within the framework of the Unesco-Unicef Co-operative Programme and distributed to approximately 1,500 users. To date, 152 issues have been published, all of which are devoted to the child, the family and the community.

The EPP/EFL Documentation Centre constitutes a clearing house for documentation and information between these two divisions. It receives the information produced, arranges for its filing, dissemination and circulation, and offers library and advisory services.

C. Services placed at the disposal of Member States and personnel of Unesco by the Division of Structure, Content, Methods and Techniques of Education (ED/SCM) - Documentation, Information and Demonstration of the ED/SCM Division

22. Demonstration, information and support services with regard to educational content, methodology and techniques are provided by a Centre with multimedia resources.

The Centre provides support for specialists at Headquarters, national and international experts, operational projects, innovation networks and other visitors. Its activities include:

- collection and dissemination of educational documentation (studies, research reports and audiovisual materials)
- the compiling of bibliographies
- the updating of documentation and various collections including that of an audiovisual documentation on innovations in methodology
- the dissemination of documents produced by the ED/SCM Division

The functions of the Centre are as follows:

23. (a) To provide information and documentation to the following organizations and individuals:

- ED/SCM programme specialists
 - specialists working in the same field in Regional Offices and in operational projects
 - specialists of the ED Sector and other Sectors
 - consultants
 - other United Nations agencies
 - specialized institutions and research workers
- (b) - manage a specialized documentation collection in the field of the ED/SCM programme activities

- (c) - disseminate documents produced by SCM
- (d) - maintain liaison and exchange information with the Regional Offices and specialized institutions
- (e) - contribute to the development of the regional networks of educational innovation

Centre activities on behalf of Member States

24. Every year, the Centre distributes in 5,000 copies, a list of approximately 30 documents produced by the Division in the following educational fields:

- the administrative, legal and economic aspects of education
- methodology and practice
- distance education and EDP
- training industries and educational materials
- the psychology of learning
- innovative educational programmes and networks
- pre-school education
- primary, secondary and basic education
- continuing evaluation
- setting up educational programmes
- language instruction
- physical education
- aesthetic education
- special education
- educational research

25. The above list together with the documents produced by the Division, of which 30,000 copies are distributed every year, is sent automatically or upon request to the following organizations:

- National Commissions
- Regional Offices
- specialized institutions
- educational research centres
- educational documentation centres
- universities
- educational technology, special education and pre-school education centres and institutes
- operational projects

26. The Centre also replies to written requests in the areas of teacher training, higher education and population education. It also sends upon request, bibliographic references, catalogues and documents produced by the Regional Offices and specialized institutions.

In addition, the Centre complies with requests from the Secretariat, plays host to external visitors, research workers, consultants and trainees. The special situation which arose in 1984 as a result of a fire on the premises prevents us from providing exact figures on the requests received.

The Centre is planning to expand the Division's mailing list in order to improve dissemination of its documents.

D. Services put at the disposal of Member States and personnel of Unesco by the Division of Science, Technical and Vocational Education (STE)

27. As far as technical and vocational education are concerned, the development of information systems has been a continuous theme in the programme over the last eight years. A number of activities have been carried out to improve the infrastructure of information services, including a feasibility study which was used as a basis for a Guide on the organization and the operation of documentation and information centres and services for technical and vocational education, which exists in English, French and Spanish and which describes a scheme for the classification of information in this field. A specialized thesaurus for technical and vocational education has also been developed, as well as a World directory of selected research and teacher training institutions in the field of technical and vocational education. In close co-operation with the IBE, a guide to the Terminology of technical and vocational education was published in English/French in 1978 in the IBEDATA series; a multilingual version of the guide (English/French/Spanish/Arabic/Russian) will be available in a few weeks. In addition, an Information bulletin on technical and vocational education is published semi-annually. The regular inclusion of 'country profiles on technical and vocational education' in future bulletin issues is foreseen, as is publication of a collection of country profiles along with a directory of the principal administrative officers for technical and vocational education in more than 100 Member States. Additional future activities include the compilation and publication of additional directories and annotated bibliographies on specific aspects of technical and vocational education (a bibliography on technical teacher education is currently in preparation) and the development of a multilingual technical dictionary based on technical illustrations which will be easily adaptable to other languages and which aims to assist Member States in unifying their technical terminologies.

Information Services in Science and Technology Education

28. (i) A Network has been established for the exchange of information among science and technology education institutions throughout the world. Information concerning the activities and publications of, and provided by, each of the institutions designated by the Member States to participate in the network has been printed in a Provisional directory and disseminated to the participating institutions. A Revised directory, updating, correcting and adding to this information, is planned to appear in Spring 1985. It is foreseen to enlarge the scope of the network by (a) issuing a quarterly information note, which would be circulated among network members, and (b) holding a series of regional or sub-regional meetings on selected topics in which the member institutions would come together. A computer is foreseen to assist with the activities of this network. (ii) Specialized mailing lists have been compiled within each of the scientific disciplines of the Science Education Section of ED/STE. Generally, they consist of some 500 science educators and science education institutions. By utilizing descriptors, subsets of these lists are available in order to better match the type

of information to be dispatched with the requirements of the recipients. As an example, included in the mathematics education list are 250 mathematics education journals, which are selected for mailings of books and proceedings with enclosed letters encouraging the editors to publish reviews. Not only are Unesco-generated publications and documents disseminated through these mailing lists, but so is science education information available to Unesco, frequently as a result of support contracts for meetings and newsletters.

Information and Documentation Centre in Science and Technology

29. STEIC, the Science and Technology Education Information and Documentation Centre, deals with each of the fourteen different subjects of ED/STE. One person deals in general with the classification of documents in the UDC system, and receives visitors and staff members seeking special information relating to the topics of the centre. During the past few months, functioning has been somewhat curtailed owing to the fire that affected the premises of the centre. The circulation of information is done mainly with the library.

Once computerization takes place, it will help the functioning of the centre considerably, in the classification of documents and the provision of services to visitors of professionals, as well as in ensuring a better circulation of information through and within the library.

But even when the centre is incorporated with the others, we think we will still collaborate, as was done in the past, in exchanging information concerning the specialized topics of our Division.

Information Services in Environmental Education

30. The information activities in this field are: (i) A computerized data base on environmental education, composed of files on institutions and organizations, projects, activities and periodicals concerned with environmental education. It periodically produces three directories: International directory of institutions active in the field of environmental education, containing detailed information on 650 institutions, printed and distributed in 1981 in English, French, and Spanish. The information is continuously being added to and computerized for the next version of the directory, to be printed in 1985 in English, French and Spanish. A Directory of environmental education, projects and activities in environmental education, containing descriptions of some 300 projects, is in preparation and will appear in 1985 in English, French and Spanish. A Directory of environmental education periodicals, containing 200 items, will be printed in English, French and Spanish in 1985. (ii) A Thesaurus of environmental education terms presents a classified vocabulary of 1,200 terms in English. The terms are related to each other and also complementary to the Unesco Thesaurus, which comprises many terms involving education and environmental sciences. Thus, some 500 terms pertaining to environmental education literature have been identified and grouped according to subject content. The Thesaurus can serve as an indexing tool for environmental education publications and is of immediate use for abstracting library acquisitions and full-text description indexing of projects and

activities. It will be disseminated to specialized institutions and organizations.

E. Educational services placed at the disposal of Unesco Member States and personnel by the Operational Programme Division (OPS)

31. Over the past few years the ED/OPS Division has produced a certain number of guides and methodology, audiovisual presentations to develop awareness and case studies based on experience acquired during the implementation of the operational programmes in the field of education.

The titles of these documents are as follows:

- (i) Guide for the preparation of technical co-operation projects in education (reference ED-79/WS/116, 1979, available in English, Arabic, Spanish and French);
- (ii) Evaluation of international technical co-operation projects in education (reference ED-79/WS/159, November 1979, English, Arabic, Spanish and French);
- (iii) Computerized management of operational projects
 - (a) Guide for the computer-assisted management of operational activities in the field of education - (P.M.I.S.) (reference ED/82/WS/17, December 1981, English and French);
 - (b) P.M.I.S.: a management information system developed by Unesco to strengthen the execution of the operational programmes. Unesco evaluation newsletter, vol. 1, no. 2, June 1982, p. 9-12.
 - (c) Audiovisual presentation: P.M.I.S. - For the management of operational activities of Unesco, (duration: 35 minutes, 76 slides). This presentation which is available in English and French, is accompanied by a booklet (reference ED/84/WS/60, September 1984).
- (iv) Computerized management of national education systems
 - (a) The computerized management of educational systems: an audiovisual presentation (duration: approximately 35 minutes, 80 slides), available in English, Arabic, Spanish and French.
This presentation is supplemented by the following three documents:
 - accompanying document (reference ED/79/WS/118, October 1979);
 - scenario (reference ED/79/WS/157, October 1979);
 - users' handbook (reference ED/79/WS/155, October 1979).
 - (b) The computerized management of educational systems: case studies

An audiovisual presentation describing two concrete cases of application of these techniques at national level within the

framework of two operational projects (duration: approximately 60 minutes, 109 slides).

This audiovisual presentation is available in English and French and is supplemented by:

- an accompanying document describing the methodological aspects as applied to these two concrete cases;
- a scenario.

(v) Technical co-operation in education in Africa: review and prospects

(reference ED-84/WS/47, July 1984, available in English, Spanish and French).

In addition, the various reports produced periodically by computer within the framework of the PMIS are more in the nature of working documents for internal use, the dissemination of which is limited to those employees who are directly concerned.

F. Services put at the disposal of Member Countries and Personnel of Unesco by the Division of Equality of Educational Opportunity and Special Programmes

32. Under the Section of Education for International Co-operation and Peace a systematic distribution is made to participating institutions in the Unesco Associated Schools Project (establishments at the pre-primary, primary, secondary, vocational and teacher-training levels of education).

In addition to material produced by the Section specifically for the Project (bulletin International understanding at school; information letter A glimpse of the Associated Schools project; recent publications Education for international co-operation and peace at the primary school level, World problems in the classroom (Educational studies and documents, 41), Apartheid: a teacher's guide), regular distribution is made of other Unesco material (Unesco courier, Unesco features, Prospects, Panorama, Connect, Book promotion news, Objective literacy), as well as material from other specialized agencies:

Unicef - Unicef news, Ideas forum

UN - Annual UN Day poster, booklet UN Day: suggestions for speakers

UNEP - Uniterra

Material produced by Unesco's Office of Public Information is also distributed.

As of 1 December 1984, over 1,800 institutions in 90 Member States were participating in the Project.

33. In order to promote, encourage and support actions to assure the equality of educational opportunity for girls and women, the Section of Equality of Educational Opportunity for Girls and Women has established

six mailing lists through which a systematic distribution of relevant Unesco documents and publications is being kept active (during the first nine months of 1984, seven documents have been distributed).

At present, these lists have all together 681 addresses throughout the world. This number continues to increase. PART TWO - Regional Offices and Other Agencies

PART TWO - Regional Offices and Other Agencies

G. The Unesco Regional Office for Education in Africa (BREDA) - The Documentation/Information System

Introduction

34. This unit was first planned as a library and documentation centre with the function of providing documentary support to the Programme's specialists. It was restructured and reorganized at the time of its integration into the over-all multi-media structure in 1980, receiving a more pronounced orientation to documentary research and information activities per se.

In the current structure of the Regional Office, the Multi-Media Documentation Centre (MDC) has the function of providing support to the Office's programmes as a whole.

Written documentation

35. The written documentation of the MDC is centralized in a library. The general profile of the existing collection may be described as follows:

- a 'Reference material section' which includes the usual reference works: dictionaries, encyclopaedias, yearbooks, directories, guides and various bibliographies;
- a 'Books' section which consists largely of the Organization's publications and is therefore concentrated in the areas of Unesco's competence, namely education, science, culture and communication;
- a 'Periodicals' section consisting of Unesco periodicals and other periodicals on sale or free of charge dealing with the fields of competence of Unesco;
- a 'Files' section comprising:
 - (a) 'Files by country' of the region;
 - (b) 'Files of functions and subjects, which are oriented to subjects related to Unesco's field of competence. Most of these have to do with education;
 - (c) The Executive Council Documents Collection (Ex) and the General Conference series (G.C.).

Functions

Acquisition of documentation

36. This service centralizes all acquisition operations of the Regional Office. The basic lists for reference materials, books and periodicals are established according to existing priorities in the fields of educational, cultural and scientific policies of the 44 Member States in the African Region. The acquisition procedures in general involve programme specialists in the choice of titles.

Information processing

37. This service is responsible for the processing of the entire collection when it is received. The latter is broken down by order of importance into Unesco publications, including books, periodicals and various series emanating from the Regional Offices and affiliated institutes, and books and periodicals produced by commercial publishing houses. Some titles, mainly periodicals, come from governmental, non-governmental, regional and international organizations.

The actual processing consists of the following operations:

- bringing the documents together
- document registration
- stamping
- cataloguing, indexing and analysis
- updating of various existing catalogues
- systematic catalogue
- subject catalogue
- author catalogue
- title catalogue
- geographical catalogue

For periodicals, processing is limited to a regular updating of the Kardex.

The reorganization of the written documents collection calls for a reorientation of the Centre's operations in order to improve the documentation services available on site. This will involve greater in-depth analysis of periodicals, studies and technical reports through intensified documentary research, scanning and analysis.

Information dissemination

38. To date, the only instrument used for dissemination has been the MDC acquisitions list. This list is a systematic record of all titles received during the quarter.

As far as publications in general are concerned, an MDC unit ensures distribution of the various titles using an exhaustive mailing list. Distribution is effected for publications produced on the premises such as Educafrica and Alpha 2000, various brochures and booklets, reports of meetings organized by BREDA, etc.

The distribution unit also functions as a regional distribution point for publications of Unesco Headquarters and affiliated institutes to the Member States.

The Centre's clientele

Direct users

39. As already mentioned, the MDC is one of the support services of BREDA. Its most immediate users are the programme specialists. The collection helps them to implement the various programmes for which they are responsible.

The Centre is available for local consultation to selected visitors, which include the heads of national services whose work comes within the Organization's purview; international organizations located at Dakar with whom the MDC exchanges information and documentation; and individual users in general, including teachers, university students and faculty engaged in academic research.

The MDC also receives individual consultants who happen to be visiting the BREDA en route to one or more Member States in the region.

Indirect users

40. In most cases, it is a question here of requests for information and documentation by correspondence. Generally, these requests come from specialized institutions or individuals in Member countries. The service requested is generally bibliographic or documentary in nature.

Some requests, which are just as frequent, come from institutions and individuals in other regions of the world. This proves once again that BREDA is one of the principal sources of information on education systems of countries of the African region.

BREDA, as one of the designated focal points of the International Network for Educational Information, remains in continuous contact with the various far-flung structures of the Organization, including Headquarters, the Regional Offices and affiliated institutes.

The Information Unit of the Network of Educational Innovation for Development in Africa (NEIDA)

41. The NEIDA Co-ordination Unit plays the role of a central data collection on educational innovations for development. It collects information from national institutions, national co-ordination centres, associated projects and associated regional institutions. It processes and disseminates this information by means of written media such as periodicals, series and monographs. The documentation collected is arranged under two headings:

- by member country
- by function and subject

The Statistical Data Bank on Education in Africa

42. Through this bank, the Regional Office is in a position to obtain and disseminate on a continuing basis, current information on the development of education in the Region, and to use this information in the performance of its work, as in the preparation of missions, reports, studies, conference papers, meetings, training programmes, etc., as well as to provide information to Member States and interested organizations. The Bank is preparing to disseminate on a regular basis, selected current data and indicators which, together with the publications issued

18.

by the Unesco Office of Statistics, will help meet information needs in this area.

The Regional Office data bank receives its information from the following sources:

- official documents supplied to PFEDA by Member States
- data stored in the statistical data bank at Headquarters
- replies of Member States to questionnaires sent to them by the Regional Office.

H. Unesco Regional Office for Education in Asia and the Pacific - Educational Documentation and Information Service (EDIS)

EDIS and its collection

43. As one of its functions, the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) provides clearing house services to the Member States in the Asia and Pacific region. Its area of service now comprises the following Member States: Afghanistan, Australia, Bangladesh, Bhutan, Burma, China, Democratic Kampuchea, Democratic People's Republic of Korea, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, and the Union of Soviet Socialist Republics. Its work with the Regional Offices of UNICEF covers most of the countries and territories in the region.

The clearing house services involve the collection of information relating to education, mainly in Asia and the Pacific, and the promotion of exchange and diffusion of such information through publications and other means, in order to assist the Governments, institutions and educational workers both within and outside the region to benefit from each other's experience. The documents acquired become part of a library collection to serve the bibliographical and research requirements of the Regional Programme and to enable the Regional Office to answer enquiries from Governments and research workers.

44. Library figures at present show a collection of nearly 80,000 documents. Some 80% of library acquisitions are received either as contributions, or as exchange material, and in the main from Government offices, National Commissions and educational institutions of Member States. A library Accessions list and the Periodicals of Asia and the Pacific: a selected list of titles received and their contents provide a listing of titles added to the library collection every six months.

Special mention may be made here of the efforts of the Regional Office to acquire multiple copies of outstanding national publications. These publications along with bulk copies of IBE and Unesco Headquarters documents are then included in the List of publications made available by the Regional Office to Member States.

Diffusion

45. Information thought to be essential to professional people in the Member States is publicized or made available through ROEAP publications. By means of the regular preparation of publications, mainly in English, the results of studies, surveys and other information are published and printed by the Publication and Printing Service of the Regional Office and distributed by the Library and Documentation Service to organizations and individuals who work in the field of education. The publications may be grouped as follows:

- (a) Comparative: reports of surveys and studies; education policy reports; monographs on aspects of education; reviews of documents; case studies.
- (b) Technical and methodological: Asian simulation in education model; statistical reviews; statistical studies; curriculum guides; correspondence education materials; source books; science worksheets.
- (c) Training course materials: educational planning and management; population education; teacher training.
- (d) Recommendations: reports of conferences, meetings, seminars.
- (e) Information: newsletters; directories; information brochures; posters; reproductions or reprints; bibliographies; accession lists, and other bibliographical compilations.
- (f) Operational: prospectuses; announcements.

In about 23 years of operation, the Regional Office has published more than 1,000 major titles (including separate language versions) and more than 9,000 other documents.

46. Certain publications of the Regional Office are established for periodical issuing and serve to diffuse information widely at regular intervals. The Bulletin of the Unesco Regional Office for Education in Asia and the Pacific comes into this category. It was started in 1966 and is published once a year in June. There are times, however, when special issues are published in addition to the June issue. Each issue is devoted to one particular theme and by 1984, 27 issues (including two special issues) of the Bulletin had been published on such aspects of education in the Asia and Pacific region as: the problem of educational wastage; educational research; organization of educational planning and management; general secondary school curriculum; science education; reform and reorganization in education; rural education; adult education and literacy; new approaches and methods in education; education at the first level; school building; open education; technical and vocational education; environmental education; adult education; population education; out-of-school education; science education; and higher education. Each issue contains a detailed bibliography on the topic, covering publications of Member States in the region available in the Library of the Regional Office.

47. In 1972, the Bulletin was issued with two numbers of the Supplement, which was replaced in 1973 by a new serial currently called Education in Asia and the Pacific: reviews, reports and notes and now published each September. This publication includes reports of recent developments in the Member States (which may not yet be otherwise

documented), reviews of publications and notes on Asia and the Pacific documents on education.

An Index to Asian educational periodicals 1960 to 1970 was compiled and published in 1974. Supplements are prepared to bring the Index up-to-date. Periodicals of Asia and the Pacific: a selected list of titles received and their contents issued twice a year alerts readers to periodical articles appearing in educational periodicals published in the region.

To inform research workers in Thailand, and provide libraries within and outside the region with library contacts in Thailand, the Regional Office has published A directory of libraries and library training institutions in Thailand. Revised periodically and currently listing about 95 such services in Thailand, the directory also lists publications available on an exchange basis.

Advisory Services and Internship Programmes

48. On request, the Regional Office provides advisory services and internship programmes to Member States in order to assist them in organizing their own clearing house services. Training may take place in the Regional Office or in the field, depending upon the specific request of a Member State.

The International Network for Educational Information (INED)

49. In 1977, in collaboration with IBE, the Regional Office and the Asia and the Pacific Centre of Educational Innovation for Development (ACEID) convened a Regional Seminar on Documentation and Information Support for Educational Innovation, held in Bangkok. In addition to the recommendations addressed to national authorities in Member States, the Seminar put forward recommendations to Unesco, and in particular to the Regional Office and IBE, to co-operate with the national authorities, in a spirit of international fellowship, in enhancing and strengthening national capacities in educational documentation.

Training. Following this Seminar, the offering of internship training has been accelerated. Training has been given to personnel in Associated Centres of the Asia and the Pacific Programme of Educational Innovation for Development (APEID), Unesco National Commissions, Adult and Literacy Programmes, Unesco/UNDP Projects in Member States and other education libraries and information centres.

Exchange of information/publications. The Regional Office has a mailing list of over 2,000 addresses which includes institutions to which IBE publications are sent. The Regional Office sends a complete set of its publications to IBE for information. An exchange of mailing lists takes place from time to time to update addresses.

Bibliographical and other reference works. As the need arises, it has been possible to obtain computer print-outs of titles available at IBE on special subjects. The provision of the IBE Thesaurus, subject terminologies and other reference works help to meet the diverse requirements of documentation work of the Regional Office.

Some Problems

50. Acquisition. Acquiring documents in the Asia and Pacific region is hindered among other reasons by the scarcity of the listing of documents available in the market or in the educational institutions. In a number of countries of the region, no centralized agency exists to manage and diffuse educational information.

Despite stringent efforts which have been made to acquire materials by correspondence, by personal contacts during missions to Member States, and by soliciting country documents from participants coming to the Regional Office meetings, the results are still not satisfactory. Acquisitions received by exchange are often short-lived.

It has been observed that some National Commissions for Unesco and other organizations in the Asia and Pacific region send useful publications to IBE and miss sending similar materials to the Regional Office, and vice versa in some cases. There is a need to find ways to exchange information more quickly on whatever documents are received from the national authorities by each.

IBE, all along, has been sending the Regional Office copies of country reports on educational development prepared for the biennial meetings of the International Conference on Education in Geneva, as available from their duplicate collection. However, as the problem of keeping country files up to date continues to persist, it will be very useful, if in the accompanying letter of their questionnaire, IBE reminds the countries to also provide copies of their reports to the Regional Offices concerned.

As IBE makes microfiche of the reports on educational development mentioned above, an arrangement for the Regional Offices to receive a whole set of microfiche of the reports will enrich their country files.

51. Analysis and diffusion. The literature acquired needs in-depth and speedy indexing to assure its fullest use. The job also requires manpower devoted fully to this task. Likewise, the ever-increasing enquiries for educational information coming from diverse sources demand immediate replies of substantial content.

Among the regional offices, the Regional Office serves the widest area and largest number of people with very diverse cultures compared with other regions. Whereas other regions use homogenous language(s), the Asia and Pacific region has not only different languages, but also different alphabets. Moreover, in several countries in the region, English is not widely used, even if it is considered as the first foreign language in the country. From the situation described above, practical difficulties emerge. Publications using English language have a very limited readership which require issuing texts in simple English or the translation or summarizing of texts in the local language for a wider readership.

52. Reference works. IBE has compiled and published directories and other reference works covering the countries in the world. In the course of consulting them, it is found that some countries in the Asia and the Pacific region are not covered, as most likely the compilations are based on questionnaires as returned by the individual countries to IBE. This is one among some cases where cooperation in a network could be pursued.

53. Training guidelines. As the Regional Office embarks more and more on internship programme training, it makes use of the existing guidelines and handbooks published by IBE, PGI and the like. For standardization purposes, there are needs for more guidelines and handbooks for setting up educational documentation and information services.

Future Plans

54. Computerization. Presently, the mailing list of the Regional Office is computerized using the facilities of UN Economic and Social Commission for Asia and the Pacific (ESCAP). Similarly, selected acquisitions of the library are being entered in ESCAP's Bibliographical Information System (EBIS) as part of the cooperative project among UN agency libraries in Bangkok. However, to accelerate the documentation work and information services of the Regional Office, various jobs presently done manually are being examined for computerization.

55. Microfiche collection. As the library collection is outgrowing its present space, documents which would be better kept on microfiche are to be studied for acquisition purposes.

I. Unesco Regional Office for Education in Latin America and the Caribbean (OREALC) - Documentation and Information Centre

56. There is no activity undertaken by OREALC which does not have documentary support. This applies to the ordinary information supplied to participants in a meeting as well as to substantial and exhaustive working documents which will be used as basic points of discussion in seminars, courses, etc. This kind of information is also an element in the adoption of decisions and directives by local and national governments and the responsible authorities of regional and intergovernmental organizations.

The above-mentioned services are also requested by and supplied to specialists in education, researchers, teachers and students both within and outside the region. It can therefore be considered that the educational documentation and information service has an important place in OREALC.

OREALC, Unesco's Regional Office of Education for Latin America and the Caribbean, is one of the four of this type used by Unesco in carrying out its educational programme in a gradual process of administrative and technical decentralization. Its principal functions cover the areas of studies and research, documentation and dissemination of information, the training of personnel for educational services, technical co-operation and support for the ongoing national and regional projects. OREALC's specific activities extend to the following Member States: Antigua, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Colombia, Costa Rica, Chile, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Granada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Montserrat, Nicaragua, Panama, Paraguay, Peru, Saint

Kitts, Nevis and Anguila, Saint Vincent and Granada, Saint Lucia, Suriname, Trinidad and Tobago, Uruguay and Venezuela.

The Documentation and Information Centre contains two functional sections: the bibliographic and/or documentary section, with its library, and the reproduction and publications section.

Documentation

57. Here, information about education is compiled, processed and disseminated for the purpose of assisting governmental and non-governmental bodies, researchers, planners and educators in general, helping them in this way to increase and update their knowledge and to benefit from a mutual exchange of experience.

The bibliographic and documentary collection fills the information need of the countries of the region and consists largely of Unesco publications, documents printed by OREALC and books and other materials which are donated by and/or exchanged with other centres, State organizations, etc. This material is processed manually, using standardized rules in international use.

To date, the collection comprises about 4,000 books, 15,000 documents and more than 800 periodicals.

Publications

58. 118,143 copies were printed between 1981 and 1983, representing 284 documents and periodicals. The documents include studies, surveys, final reports of meetings, working documents, statistics, textbooks, case studies, etc., covering all the educational fields within the purview of the Regional Office.

The above-mentioned figure can be broken down as follows: 36,180 copies were printed in 1981; 42,591 in 1982; 39,372 in 1983; and 28,157 in 1984. Of these documents, the majority were prepared under OREALC's Regular Programme in Latin America and the Caribbean; others were the result of collaboration between the Regional Office and Unesco's Headquarters in Paris, the review Contacto, and the IBE in Geneva, the bulletin IBEDOC información, and with the Regional Programmes connected with OREALC, such as the programmes for population education and population communication.

Dissemination

59. One of the most important tasks of the Documentation Centre is to distribute the bibliographies produced by OREALC and the documents received from Unesco Headquarters and the IBE in Geneva.

The basic purpose of this work is to provide direct assistance to the priority activities of the Regional Office, to help the member bodies of the Regional Educational Information Network, with reference to the International Network for Educational Information (INED) and to answer specific requests for information. The beneficiaries of this service are mainly Ministries of Education, the planning offices of Ministries of Education, the National Commissions for Co-operation with Unesco, national centres of educational documentation and information, educational research centres, teacher-training institutions, international bodies, field experts, researchers, professors, teachers

and students. This service is also available to the various documentation centres at Unesco Headquarters and the other Regional Offices.

23,360 copies were distributed in 1981; 55,757 in 1982; 43,019 in 1983; and 37,644 by the end of November 1984.

Future activities

60. The control, bibliographical processing and dissemination of information, as well as the transfer of bibliographic data, has proved to be a very difficult task which is influenced not only by the bibliographic explosion but also by such individual problems as adequate space, personnel and budgets. This will also be influenced in one way or another by the programme of decentralization and automation (computerization) which is now being carried out at Headquarters, and concerning which only occasional and isolated knowledge is as yet available.

Requirements

61. This heading covers the elements of space, personnel and budget.

Space: In view of the large amount of bibliographic material, it is necessary to provide an adequate amount of space to cope with the constantly growing increase in the collection. Here, mention should be made of the space which will be occupied by periodicals.

Space is also needed for the ordinary work and storing the equipment which will be used for printing the documents, including the production of microfiches which might help solve part of the present problem.

Personnel: In view of the working system imposed on the Office, which consists mainly of preparing occasional jobs to meet the needs of the PAD, it is often necessary to put aside the current or routine functions of the Centre, such as processing, which results in an accumulation and backlog of work. The same happens with many outside requests for documentary assistance and the transfer of bibliographic information. One solution to these problems would be to hire another professional librarian and a full-time secretary for the Centre.

Budget: Until now, and especially because of the great increase in publications and their dissemination in recent years, the Documentation and Information Centre has been unable to satisfy fully all requests for documentary assistance, owing among other things, to the lack of specific resources within the Office's budget.

Although money is available for occasional, specific activities under the different headings, it has not yet been possible to count on a general fund or heading to cover bibliographic and documentary assistance on subjects which do not fall within some specific working area of the Office. In general, the same can be said about the distribution of publications, which are printed according to budgetary provisions which quickly exhaust their original funds, owing in particular to the growing costs of the different postal and distribution services.

In order for the OREALC Documentation and Information Centre to be fully efficient, it would therefore be necessary to meet the requirements mentioned above, without failing to consider the possible future influence of the decentralization of activities now being undertaken at Unesco Headquarters in Paris.

J. European Centre for Higher Education (CEPES) - Information and Documentation Centre

62. Presently, the CEPES information and documentation centre contains two sections: the library and the documentation.

Library

The Library exists since 1974 and contains mainly publications related to higher education in the Europe Region (policies, systems, development), excluding discipline-oriented literature or publications on didactics.

There are about 6,000 titles on higher education (of commercial and non-commercial origin), which are displayed according to the following scheme:

- (a) general works on education and higher education
- (b) publications by country (Europe Region, the largest portions and entries come from the following countries: USA, UK, FRG, France and Canada)
- (c) publications outside of the Europe region (Asia, Africa, Latin America)
- (d) publications by Unesco, its Regional Offices and other UN agencies or offices.

Each section is organized in alphabetical order following the Universal Decimal Classification.

Since 1984, CEPES stocks a complete collection of Unesco publications.

The Periodicals (collection)

63. The Library contains all major periodicals dealing exclusively with higher education. Presently, there are 124 titles available, with a total of about 5,033 copies. When considering major areas or countries of origin of periodicals, the strongest are:

- | | |
|--|---------------|
| - International journals, including Unesco | - 30 journals |
| - United Kingdom | - 23 journals |
| - United States of America | - 18 journals |
| - Canada | - 7 journals |
| - France | - 6 journals |
| - Federal Republic of Germany | - 5 journals |

Most of the Member States of the Europe Region with a national system of higher education publish at least one periodical, which can be

found at CEPES' Library. CEPES also receives about 15 journals from Africa, Asia and Latin America.

The total volume of scholarly periodicals related to higher education represents an invaluable source of information, on the development of higher education in Europe as well as the topics and findings of research on higher education.

Non-classified periodicals

64. CEPES has a fast growing collection of varied documents such as: news bulletins, occasional papers, activity reports, etc. which appear less regularly, emanating from different local, national or international institutions, associations, authorities or organizations. CEPES stocks about 140 titles of this kind of publication.

The Library contains the following catalogues:

- systematic (Universal Decimal Classification)
- alphabetic (authors, editors, titles, series)
- by country/region
- key-word (since 1982)

Particular attention is now paid to further develop and extend the key-word catalogue, by using the IBE educational thesaurus. All publications, books, periodicals and conference proceedings are now systematically analysed with a view to obtaining a significant list of references for most of the thesaurus 'key-words' related to higher education. In this connection, CEPES makes use of its multilingual staff also to analyse publications in less well known languages.

Documentation

65. The Documentation itself and its organization.

The following documents have been collected since 1974:

- (a) All major Unesco internal working documents;
Unesco conferences related to higher education;
CEPES conferences and meetings, all in all about 36 new conferences;
Proceedings of major world conferences on higher education since 1976.
- (b) The proceedings of all national and regional conferences related to higher education, organized in the Europe Region (systematic since 1983). This collection constitutes a significant source of reference. Proceedings are abstracted so as to make relevant entries in the key-word catalogue. The proceedings are listed by country and in chronological order.
- (c) National legislative texts referring to higher education; frequently such documents are written in their respective national language but contain mostly an abstract written in English or French.
- (d) Following a recommendation of the recent Second Session of

the Regional Committee in charge of the Application of the Convention on the Recognition of Studies, Diplomas and Degrees, concerning Higher Education in the States belonging to the European Region, CEPES starts a systematic collection of national legislation and data referring to the mutual recognition of studies and diplomas as well as mobility in higher education.

- (e) Statistical data referring to national systems of higher education, collected in close connection with Unesco's Statistical Office.
- (f) CEPES has a growing collection of research reports on higher education and is also trying to update and extend its list of current projects.
- (g) List of higher education specialists and experts, listed by country and by specialization.
- (h) List of institutions specialized in or concerned with research on higher education.
- (i) List of national and regional organizations (governmental and intergovernmental) and associations concerned with higher education.
- (j) A collection (altogether 494) of academic yearbooks of major universities of all countries of the Region (since 1980).
- (k) List of past and forthcoming conferences, symposia or meetings on higher education.
- (l) Numerous encyclopedias, dictionaries, manuals, etc.

Information Services

66. Information at CEPES (books, periodicals, information bulletins, research reports, statistical data and conference proceedings as well as the various catalogues and listings) is made available to Member States of the Europe Region in the following manner:

CEPES disseminates its information by its own publications:

- (a) The most important one is the scholarly review Higher education in Europe (5,000 copies per number, 4 times a year, appears in English, French and Russian). Each issue contains a certain number of articles on a chosen Topic, a Tribune section and an information section, drawing largely on non-classified documents (ref para 1-3) received by CEPES which contains: (i) brief information on recent developments in higher education; (ii) list of conferences; (iii) book-reviews and notes.
- (b) CEPES also publishes a series of national monographs of systems of higher education. Such monographs contain up-to-date information on national systems and include abundant statistical data and a list of institutions. Data available in CEPES are used to up-date and complete these publications. Similarly, studies on access, inter-university cooperation and interdisciplinarity and the statistical

studies (3 since 1974) have been established by drawing extensively on information stocked by CEPES. Such data also enter preparatory papers for conferences organized by CEPES or other units concerned with higher education.

- (c) CEPES also answers inquiries on particular subjects. A special service consists of bibliographies that are established either upon request (Unesco units, NGO's, institutions, individuals) or in connection with other thematic activities (studies, meetings).
- (d) CEPES receives increasingly visitors from the Region, who use its bibliographic and documentary collections for research or information purposes.

Plans for the Future

67. It is planned to set up a regular bibliographic service in collaboration with the ERIC Clearinghouse on Higher Education and other specialized national and international information and referral centres.

In order to serve the need felt for easily accessible, brief but relevant information on current issues (development, laws, statistics, conferences, publications) in higher education, CEPES is looking for extended forms of dissemination, eventually in the context of INED.

Shortly, the Library and documentation section will be computerized. Particularly, the key-word catalogue will then allow cross references, especially important for bibliographies. A computerized exchange of information in machine-readable form with other centres and institutions is envisaged.

An extensive microfiche system will be built up so as to be able to stock the increasing demand for information and to make some of it available to specialists concerned with higher education in microfiche form.

Finally, CEPES plans to help set up a network of regular exchange of information on current research projects on higher education. This will involve the major research centres and specialists in the Europe Region.

K. Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) - Information and Documentation Service (SID)

Origins and Justification of SID/CRESALC

68. There are sufficient reasons to justify the creation of an Information and Documentation Service in the field of higher education in Latin America and the Caribbean. This is not because of the lack of information in this area, but, on the contrary, because of its very abundance, as it is too scattered and difficult to access to serve any useful purpose.

On the other hand, this situation is made still more difficult by the growing demand for information, which is absolutely necessary in order to uphold high technical standards and to ensure a knowledge of current studies and research for purposes of applicability, comparison, etc.

In view of these facts, and as one of its principal functions, CRESALC created its Information and Documentation Service in 1979, with a view to providing the Member States of the region with an efficient service which would ensure the procurement, processing and circulation of information on the subject in Latin America and the Caribbean.

Objectives of SID

69. The objectives of SID are essentially as follows:

- (a) To identify and compile, in collaboration with the existing national, sub-regional, regional and international services, documentation concerning the various problems of higher education;
- (b) To organize documentation by a process of selection, analysis, indexing, classification and filing, with a view to ensuring the rapid and timely retrieval of information, with due regard to the various characteristics and requirements of the region;
- (c) To provide relevant information which will save users' time by reducing the volume of irrelevant information;
- (d) To establish and increase contacts and exchanges with international, regional and national organizations which deal with similar subjects;
- (e) To circulate current documentation effectively;
- (f) To encourage the organization of courses, seminars, etc. for the purpose of promoting and developing the existing information units in the region and stimulating the exchange of experience;
- (g) To guarantee access to the necessary information to persons engaged in research in higher education, as well as to governmental decision-makers.

Users

70. In the case of CRESALC, its users are easily identifiable: they are everybody connected with higher education in Latin America and the Caribbean. Generally speaking, it is possible to distinguish three main categories of users by the type of activity in which they are engaged:

- (a) Researchers
- (b) Specialists, technicians and students
- (c) Directors, planners and other persons responsible for making decisions.

The information needed in each of these categories, although similar in content, is basically different depending on its purpose, applicability and degree of completeness.

In the future, it would be desirable to make a more detailed study of users by defining their general fields of interest; this would require the preparation of a census before carrying out the necessary surveys. The purpose of this study would be to determine with greater precision, the information required by the different categories of users and the services needed in order to meet their requests for information.

Composition of the Collection

71. The collection consists basically of the following:

- (a) General works and reference books acquired by purchase, exchange or gifts;
- (b) Periodical publications obtained by exchange or subscription;
- (c) Reports of research studies, courses, seminars, etc. supplied by persons and institutions with which CRESALC maintains relations for the exchange of material;
- (d) Reports with restricted circulation, mostly unpublished, relating to practical situations which can serve as a basis for comparison or imitation, when readapted to similar situations in other countries in the region;
- (e) Microfiches and microfilm obtained from Information and Documentation Centres such as Unesco, IBE, REDUC, etc.;
- (f) Audiovisual materials;
- (g) Press clippings, etc.

At the present time, SID has a collection of 5,000 monographs and documents; 250 titles of periodicals and 1,500 microfiches obtained from Unesco/LAD, REDUC and OECD.

Fields covered by SID

72. With due regard for the most important topics of common interest to the Member States of the region, the basic fields covered by SID are the following:

- Structure of higher education
- Policies and plans for higher education
- Organization and administration of higher education
- Research and evaluation in higher education
- Trends and development in higher education
- History of higher education
- Information models and systems for higher education
- Higher education in the context of society as a whole
- International co-operation in higher education
- Organization and content of higher education
- Statistics concerning higher education.

Selection and Acquisition of Bibliographic Material

73. The materials which make up SID's documentation collection are selected by its own technical personnel, together with researchers

working with CRESALC. They are selected by reviewing various sources, such as the catalogues of publishing houses, bibliographies, lists of material acquired by other information units, exchange lists, suggestions by users, press advertisements, specialized reviews, etc.

Cataloguing and Classifying of Bibliographic Material

74. The material received by SID is technically processed for practical use. The International Standard Bibliographic Description (ISBD) and the Anglo-American cataloguing rules, 2nd ed., are used for bibliographic description. For assigning descriptors, use is made of the Unesco:IBE education thesaurus, the Microtesauro de la educación superior en Venezuela of the Planning Office of the University Sector (OPSU) and the OECD's Macro-thesaurus for information processing in the field of economic and social development.

The Reference material is classified according to the Universal Decimal Classification (UDC). No classification system is used for books; they are simply numbered consecutively.

Bibliographic material can be located by consulting the following catalogues:

- A catalogue classified by author, subject-matter and title
- A shelf catalogue.

Document Processing

75. Documents which SID considers relevant are subjected to more complex analytical-synthetical processing. Since the end of 1983, CRESALC has become a part of REDUC and has adopted the REDUC format for preparing abstracts. The less relevant documents which do not call for abstracting are simply indexed, by using the thesauri referred to above.

Once documents have been processed, they are stored in vertical filing cabinets, in numerical order, so that they can be easily located.

The Peek-a-boo card system is used for retrieving documents. This system consists of body-punched cards with a capacity of 11,099 positions. One card is used for each descriptor. The number of each document is punched in the card or cards of the descriptors which have been assigned to it in accordance with its content. There is also a catalogue classified by authors and another by the title of all documents processed by SID.

Services

76. At the present time, SID provides the following services:

- Reading room. It has a reading room which can accommodate 20 users. This is used by local readers and the researchers, experts and consultants who carry out their studies in CRESALC. Thanks to this service, CRESALC can provide valuable assistance to researchers in the headquarters country, who have direct access to SID's collections.
- Loans. Internal loans for all users; home loans only for CRESALC's personnel. Inter-library loans with the information

units of the metropolitan area of Caracas. This limitation is due to the inadequacy of the postal service and the risk of publications being lost.

- Reference service. The reference service provides the following facilities: research when requested by users. This may involve: (a) a quick consultation, such as statistics, data, the definition of some term, etc., which can be supplied immediately; (b) more extensive research, such as the preparation of bibliographies. In this case it is necessary to conduct a more detailed search in the indexes, abstracting journals, card-indexes, etc. In some cases, recourse must be made to other information units. The length of time required for a reply varies according to the subject of the demand and the extent and detail of the research requested.
- Reproduction of documents. This is one of the most effective means by which users can obtain access to SID's collection. The established fee is US\$0.20 for each copy, including mailing cost, and US\$0.35 for microfiches.

Dissemination of Information

77. In view of the fact that SID covers an entire region, special importance has been attached to the dissemination of information. SID has an immense mailing list for its publications, which at present includes approximately 1,500 institutions, such as libraries of schools of higher education, research centres and information units specializing in higher education, sub-regional, regional and international bodies also specializing in this field, the National Commissions for Co-operation with Unesco in the region, CRESALC's Consultative Committee and Unesco offices concerned with higher education at Headquarters as well as in other regions.

Basically, information is circulated by means of the following publications:

- (a) Boletín de resúmenes analíticos (Analytical abstract bulletin), whose basic objectives are: (i) to assist in the circulation of documentation concerning higher education produced in the region; (ii) to facilitate the location of relevant information needed for carrying out research and studies, as well as for formulating, implementing and evaluating educational policies. This bulletin is published quarterly and contains abstracts of documents published during this period. The abstracts and descriptors are in Spanish, while the titles are given in their original language with a Spanish translation. Up to now, 14 bulletins have been published, containing a total of 1,491 abstracts. Starting with Volume 5 in 1984, a cumulative index will be published, and a similar index is in preparation to cover the previous volumes.

Each analytical abstract covers the following points: classification number, author, title, publication, key words, description, sources, methodology, contents, conclusions and the initials of the person who prepared the abstract. The material is arranged as follows: General, Latin America and the Caribbean and alphabetically by countries. To make it easier to use, there is a subject index (by key words) and an author index.

- (b) State of the Art Studies. Using a new working method in the field of educational information, CRESALC began preparing 'Estados del arte' in 1984 on the basis of the analytical abstracts of SID/CRESALC and any additional information which the authors consider relevant. These publications cover the following subjects: higher education and employment in Latin America and the Caribbean; access to higher education in Latin America and the Caribbean; the University and scientific and technical development in Latin America and the Caribbean; distance higher education in Latin America and the Caribbean; and the financing of higher education in Latin America and the Caribbean.
 - (c) Directories. In performance of the tasks entrusted to CRESALC at the regional meeting of experts on information concerning higher education in the region, held at CRESALC's headquarters in October 1982, SID prepared and published its 'Directorio de centros de investigación y unidades de información sobre educación superior en América Latina y el Caribe. This Directory is based on an analysis of the replies to a questionnaire sent to the above-mentioned services of all countries in the region, and covers 89 research centres and 14 information units.
- Likewise, as a follow-up to the working plan approved at the regional meeting of statisticians concerned with higher education in Latin America and the Caribbean, held in 1983, SID prepared its Directorio de organismos responsables de la información estadísticas de educación superior en América Latina y el Caribe.
- (d) Promotion. For the purpose of making SID better known among its users, a leaflet about the Information and Documentation Service has been widely circulated in the region.
 - (e) Bibliographic Series. The main purposes of this series are to provide all those interested in the subject of higher education with useful references on the principal works in this field which are to be found not only in CRESALC's SID but also in various libraries and specialized documentation centres in different countries in the region; to contribute to educational and social research; and to promote the exchange of information at the regional level. A first edition of this series was published in 1981 under the title Selective bibliography on higher education in Latin America and the

Caribbean. Subsequently, in order to keep it up to date, and in view of the large number of references received, it was agreed to publish it in booklets covering the most important topics in the field of higher education, in order to make it easier for users to consult the bibliography. In 1984, five booklets were published concerning: postgraduate studies; open and distance higher education; higher education and scientific and technical development; university youth and educational reform.

Future Activities of SID/CRESALC for 1984 and the 1986-1987 Biennium

Acquisitions and Processing

78. Relevant material should continue to be acquired regularly in order to keep the collection as up to date as possible. The technical processing of the materials received by SID must also be continued in order to ensure easy access to them.

Services

79. Throughout this period, SID would continue to extend and improve its consultative services (reading room and external consultation), bibliographies when requested by users and photocopies of documents. SID's services could be increased in the next few years by introducing the Selective Dissemination of Information Service (SDI), which consists of the regular supply of information about selected topics or data to individual users or groups of users according to their interests. Steps might also be taken to establish contacts with institutions working in the field of information on education, such as REDUC, with a view to preparing a study on the use of information concerning higher education in the region.

Dissemination of Information

80. In view of the favourable reception given to the Analytical abstract bulletin by its users, its publication might be continued while increasing the number of abstracts in each bulletin and improving their contents, presentation and scope.

State of the Art Studies

81. Publication of the Estados del arte reports prepared on the basis of abstracts could be continued, together with the publishing of documents on the following subjects: efficiency and effectiveness of higher education, planning of higher education, university pedagogics.

Bibliographies

82. The various booklets already published could be updated and expanded to bring them into line with the Selective bibliography on higher education in Latin America and the Caribbean.

Computerization

83. In view of the increase in SID's collection and the expansion of its services, the steps already taken to install data processing might be intensified.

Information Network on Higher Education in Latin America and the Caribbean

84. Because of the difficulties now faced by the regional and sub-regional institutions which constitute the nucleus of the Network, its membership will have to be redefined. For this purpose, one alternative would be to base the Network on institutions at a national level (such as OPSU, ICFES, CAPES, etc.) with which CRESALC is already carrying out a number of activities. Consideration might also be given to the possibility of incorporating this Network, as a sub-network, in the Latin American Information and Documentation Network on Education (REDUC).

L. International Institute of Educational Planning (IIEP) - Documentation Centre

Organization and description

85. The Documentation Centre was established at the same time as the International Institute for Educational Planning (IIEP) in 1963. This is testimony to the importance attached by IIEP from the beginning to the processing of information and documentation. Currently the Centre occupies a team of five persons made up of three documentalists and two assistant documentalists.

The documentation covers the following subjects:

- education policy and planning
- description and management of education systems (principally for developing countries)
- diversification of education programmes: literacy, non-formal education, etc.
- economic, social, scientific, technical and technological developments as they relate to education
- educational statistics.

The Centre's acquisition policy is in keeping with the Institute's dual role of research and training. Selection of titles is done in close collaboration with IIEP research workers.

IIEP documentation collection comprises approximately 29,000 books and documents acquired or received free of charge or in exchange for others. Every year, approximately 1,000 items are added to the collection. The periodical collection contains approximately 550 titles. Between 40 and 45% of the titles making up the Centre's document collection are in English, 30% in French and the rest in Spanish, Portuguese, Arabic and other languages.

Each document received by the Centre is evaluated and then either catalogued, indexed and classified or directly classified and filed by

country or subject. The books and documents in the main collection are directly accessible. They are classified by subject in accordance with the Centre's own classification system. The Centre has a manual card catalogue by author, title, country and subject, and its acquisitions are indexed in accordance with its own classification. Each periodical received is scanned and those articles found to be of relevance to IIEP research work are indexed. These number approximately 700 per year.

The Centre distributes internally a monthly listing of all its acquisitions. It also distributes press clippings and tables of contents of periodicals to internal users on a personalized basis.

The Centre has a computer terminal (Memorex 1377) with an on-line connection to Unesco data bases. The CDS/ISIS data base is interrogated daily in order to update the Centre's information.

Access to the Centre is reserved for IIEP and Unesco personnel and IIEP trainees. The experts, specialists and doctoral students of educational sciences have access to the Centre during four afternoons of every week. Each year the Centre serves more than 200 new external users. It receives on an average, 90 user visitors per month.

Information Services for Member States

86. The Documentation Centre publishes a Bulletin of educational planning documentation. This bulletin contains abstracts of the following publications:

- publications and documents distributed by the Institute
- documents prepared within the framework of the Institute's research programme, such as papers prepared for seminars, articles written for specialized periodicals, etc.

Since 1984, this bulletin also contains critical analyses (between three and four pages) of selected studies, documents and articles from periodicals which are considered by IIEP to be of a fundamental nature in relation to its Medium-term plan. In this way, IIEP seeks to draw the attention of its correspondents to the existence of certain studies and documents and an analysis of their contents which it is able to provide by reason of its privileged status as a focal point for educational planning.

These analyses are followed by a selective list of bibliographic references to the Centre's principal acquisitions.

The quarterly bulletin is distributed free of charge to almost 900 correspondents, most of them in developing countries.

The Centre also distributes bibliographies by subject based upon its documentation and that of Unesco. These bibliographies are mentioned in the Bulletin and can be obtained upon request.

The Documentation Centre supplies, upon request, the list of those periodicals which it holds as well as the current state of the collection. For recording purposes, the references to articles considered as being particularly important, and which therefore have been indexed, are included in the bulletin, classified by subject.

The Documentation Centre responds to all requests for information which it receives by sending out bibliographical lists, photocopies of articles or of chapters, and documents available in more than one copy. If it is unable to provide its correspondents with the relevant

documentation, it directs them to other centres susceptible of providing them with support for their research. For this purpose, the IIEP Documentation Centre has published a document entitled Selection de bibliothèques et centres de documentation spécialisés dans les domaines de l'éducation et/ou du développement (in Paris).

Every year, the Centre is host to a large number of specialists, who utilize its documentation facilities for periods varying from a few days to several months.

Plans for the Future and Problems

87. The IIEP Documentation Centre is still using 'artisanal' methods in its work and would like to take advantage of the new information technologies in order to exploit in more depth the documentation which it has at its disposal, and at the same time, make it available to a greater number of users, relieving itself of some of the repetitious tasks which it still has to perform. To this end, the Centre is planning to automate the control and registration of incoming periodicals as well as the management of its orders by utilizing either the micro-computer available at IIEP or the Unesco central computer. It also plans to computerize its documentation collection through the setting up of a computer file connected with Unesco's Computerized Documentation System.

IIEP hopes that it will be in a position to contribute actively to the network of data bases covering Unesco, IBE, the Regional Offices of Education of Unesco and other organizations working in the field of education and/or development. IIEP will lend its full support to all efforts undertaken in this regard.

M. The Unesco Institute for Education, Hamburg (UIE) - Documentation Centre and Library

88. The Unesco Institute for Education (UIE), established in 1951, is one of Unesco's specialized international institutions. The Institute's activities are linked to its major functions of research, promotion, training and dissemination in the fields of content of education, learning strategies, evaluation of learners, achievement and teacher preparation in the broad perspective of lifelong education. The research, training and dissemination activities are supported by the Documentation Centre and Library.

Organization of UIE's Documentation Centre and Library

89. Priorities in the accession policy are set by the topical foci of UIE's projects. Thus, during the past decade, a concentrated effort has been made to identify and acquire publications on lifelong education, educational research, curriculum development, teacher training, post-literacy and continuing education. The library has made an outstanding collection of specialized materials in the field of lifelong education. A sample collection of learning materials for post-literacy and continuing education includes materials from more than 60 countries. Another emphasis is on information literature pertaining to the UN and

its Specialized Agencies for the use of local personnel with the support of the City State of Hamburg.

The Documentation Centre and Library's current holdings are about 40,000 books and documents and 300 regularly received educational journals with worldwide geographic coverage, written mainly in English, French, German and Spanish. Monographs are classified in accordance with a slightly adjusted version of the Universal Decimal Classification. The bibliographical data are stored in conventional card catalogues. The periodicals are regularly scanned, references of articles relevant for UIE's programmes stored. The average annual increase of the holdings amounts to 1,800 - 2,000 titles. About 30% of the new acquisitions are purchased, 40% acquired on the basis of exchange arrangements and about 30% are gifts.

The budget of the Documentation Centre and Library amounts to about DM 25,000 for the purchase of books, etc. The staff consists of two professional librarians.

Information Services to Member States

90. Information services to Member States are provided by (a) supporting UIE's research programme, (b) operating as a clearinghouse on lifelong education, (c) conducting a United Nations Volunteers Educational Centre programme and (d) offering documentation and library services to the public.

- (a) By selecting and displaying documentation essential for the preparation and implementation of UIE research and study projects with varying geographical emphasis, information is disseminated via participants from differing Member States.
- (b) The following printed products are regularly distributed to researchers, research institutions and documentation centres in Member States:
 - (i) Directory of writers on lifelong education. Hamburg, Unesco Institute for Education, 1980. 62 p.
(Lifelong Education Network)
Contains data on 287 persons from 47 Member States, will be updated regularly.
 - (ii) Awareness list: lifelong education. Hamburg, Unesco Institute for Education; Geneva, Unesco: International Bureau of Education, 1976 ff.
Distributed to more than 120 countries, contains 60 analytical computerized abstracts annually, indexed with the Unesco:IBE education thesaurus, stored for retrieval in the computerized data base.
 - (iii) Lifelong education bibliography. Hamburg, Unesco Institute for Education, 1973 ff.
Distributed to about 70 countries, published three times a year, contains about 150 references annually.
 - (iv) List of new acquisitions. Hamburg, Unesco Institute for Education.
Distributed to about 40 countries, issued bimonthly.

- (c) Information on the UN and its specialized agencies is supplied on request. Information material is distributed. A permanent display on the UN and its specialized agencies has been built up. Small displays are arranged on the occasion of the International Years as announced by UN.
- (d) Access to the Documentation Centre and Library is general, book loans are possible for residents in Hamburg. Information on educational research topics is provided to those who make special requests. The bibliographical data of new acquisitions are regularly delivered to the North German Central Catalogue where they are put at the disposal of the inter-library loan system. 4 library science students are annually accepted to do their practical studies.

Future Plans

91. The introduction of new technology may be considered. Initial steps have been taken to examine possibilities of computerizing the Documentation Centre and Library. The collection may expand concerning non-print materials. Video-cassettes, audio-cassettes, records and other new media have already been incorporated in the holdings in connection with the sample collection of learning materials for post-literacy and continuing education of neo-literates.

Problems Faced

92. The greatest foreseeable problem will be caused by the rise in prices for printed materials as well as new media versus increasing economic stringency.

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